

THE ROLE OF LISTENING IN TEACHING INTERACTIVE COMMUNICATION IN ENGLISH CLASSES

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Listening is the understanding of listening to speech. It represents a perceptual mental mnemonic activity. Listening is the basis of communication, with it begins the mastery of oral communication. It consists of the ability to differentiate perceived sounds, integrate them into semantic complexes, keep them in memory during listening, carry out probabilistic forecasting and understand the perceived sound chain [1].

Some authors distinguish two types of listening:

- listening with full understanding;
- listening to the main content of the heard.

The understanding of speech by ear is closely related to speaking. «... In order to learn to understand speech, you must speak, and by how your speech will be accepted, judge your understanding. Understanding is formed in the process of speaking, and speaking in the process of understanding». Thus, listening prepares speaking, speaking helps the formation of perception of speech by ear.

Listening is also related to reading. They are united by belonging to receptive types of speech activity. Reading is a translation of a graphic language into a sound one. Reading - out loud or to oneself, a person as if hears a perceived text.

The closest way is connected with listening and writing. In the process of graphic design, a person speaks and hears what he writes.

Thus, being closely associated with other types of speech activity, listening plays an important role in the study of a foreign language, and especially in communicatively oriented learning. The modern methodology of teaching foreign languages both in our country and in other countries emphasizes the need to form listening as a very important skill, without mastering which it is unthinkable to communicate in a language. Listening should occupy an important place already at the initial stage.

Mastering listening provides an opportunity to

realize educational, educational and developmental goals. It allows you to teach students to carefully listen to the sound of speech, to form the ability to anticipate the semantic content of the statement and thus cultivate a listening culture not only in a foreign language, but also in their native language. The educational value of the formation of the ability to understand speech by ear, which at the same time has a developing effect on the child, is that it positively affects the development of the child's memory, and, above all, auditory memory, which is so important not only for learning a foreign language, but and any other item.

Listening is a powerful tool for teaching a foreign language. It makes it possible to master the sound side of the language being studied, its phonemic composition and intonation: rhythm, stress, melody. Through listening is the assimilation of the lexical composition of the language and its grammatical structure. At the same time, listening makes it easier to master speaking, reading and writing.

Listening as a form of speech activity plays a large role at the initial stage in achieving practical, developmental, educational and educational goals, and serves as an effective means of teaching English in school.

The term «listening» was coined by the American psychologist Brown. Listening is the understanding of listening to speech. It represents a perceptual mental mnemonic activity. Listening should occupy an important place already at the initial stage. Mastering listening provides an opportunity to realize educational, educational and developmental goals. It allows you to teach students to carefully listen to the sound of speech, to form the ability to anticipate the semantic content of the statement and thus, to cultivate a listening culture not only in a foreign language, but also in their native language. The educational value of the formation of the ability to understand speech

by ear, lies in the fact that it positively affects the development of the child's memory, especially auditory memory. Listening also contributes to the achievement of the educational goal, providing children with the opportunity to understand statements in the language of another people, in this case, in English. Listening also serves as a powerful tool for teaching a foreign language. It makes it possible to master the sound side of the language being studied, its phonemic composition and intonation: rhythm, stress, melody. For example, at the initial stage, the teacher teaches children to distinguish sounds in isolation and in combinations, for example, [e] and [ʔ], [S] and [ʔ], To hear longitude and brevity, quantitative and qualitative characteristics of sounds. Through listening is the assimilation of the lexical composition of the language and its grammatical structure. So, for example, in grade 5, students through listening learn the words big, small, short, long, round, square and so on in the structure of This is a big (small ...) box. A check of understanding occurs when the child shows the corresponding subject or when gives a short answer. Thus, training is also provided for understanding structures of various types: affirmative, interrogative, negative. At the same time, listening makes it easier to master speaking, reading and writing.

Thus, listening plays a big role at the initial stage in achieving practical, developmental, educational and educational goals and serves as an effective means of teaching English in school. From a psychological point of view, the semantic perception of speech by ear is a perceptual, mental and mnemonic activity, which is carried out as a result of a number of complex logical operations, such as analysis, synthesis, deduction, induction, comparison, specification, etc. Formation and recognition of images are phase the nature and, although, individual authors have discrepancies in the name and in determining the sequence of these phases, all the works emphasize the close relationship between the processes of formation and recognition Ania, ie perception and recognition [2].

Analyzing the features of recognition, psychologists point out that in most cases it does not have the nature of a developed conscious action;

if such an action is possible, then it is observed only at the stage of image formation. As you familiarize yourself with the material, the recognition process changes, it is carried out instantly with the help of the necessary informative features. If these signs are not enough and recognition did not take place or turned out to be erroneous, then perception turns into a conscious perceptual action or into a series of sequential actions. Perceiving speech, the listener converts sound images into articulatory ones using a motor analyzer. A strong functional connection is established between the auditory and speech-motor analyzers. As for the visual analyzer, the optical signals are superior to all others in obtaining information about the outside world. When listening, the visual analyzer greatly facilitates the perception and understanding of speech by ear. Such visual supports as speech organs, gestures, facial expressions, kinema and others reinforce auditory sensations, facilitate internal speaking and understanding of the meaning of speech. At the initial stage of training, internal speech is particularly intense, and it can be considered as the main and necessary component of auditory perception. At an advanced stage, a reduction in motor activity is observed, which is explained by the strong combination of speech, auditory and visual analyzers in a single system. However, even at an advanced level of training, latent pronunciation is easily fixed in case of difficulties in understanding speech by ear and, if necessary, accurate memorization of the content. When listening to a phrase as one of the units of perception is understood not by analysis and subsequent synthesis of words, but as a result of recognition of informative features. The most informative sign is considered to be intonation, since it has «perceived qualities», thanks to which the auditor can segment speech into syntactic blocks, understand the relationship of the parts of the phrase, and, therefore, reveal the content. Intonation is assigned to such speech functions as communicative, syntactic, logical, modal. Performing them, the intonation hearing simultaneously produces indicator signs (standards) that are necessary for the successful activity of short-term memory [3].

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РОЛЬ АУДИРОВАНИЯ В ОБУЧЕНИИ ИНТЕРАКТИВНОМУ ОБЩЕНИЮ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА.

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